



## Riverside Middle

458 Riverside St.  
Pendleton, SC 29670

<b>Grades</b>	7-8 Middle School	
<b>Enrollment</b>	441 Students	
<b>Principal</b>	Jeff Burke	864-403-2200
<b>Superintendent</b>	Dr. Lee D'Andrea	864-646-8000
<b>Board Chair</b>	Dr. Marty Williams	864-646-8000

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Average</b>	<b>Average</b>
2008	Average	At-Risk
2007	Average	Below Average
2006	Average	Good
2005	Average	Good

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

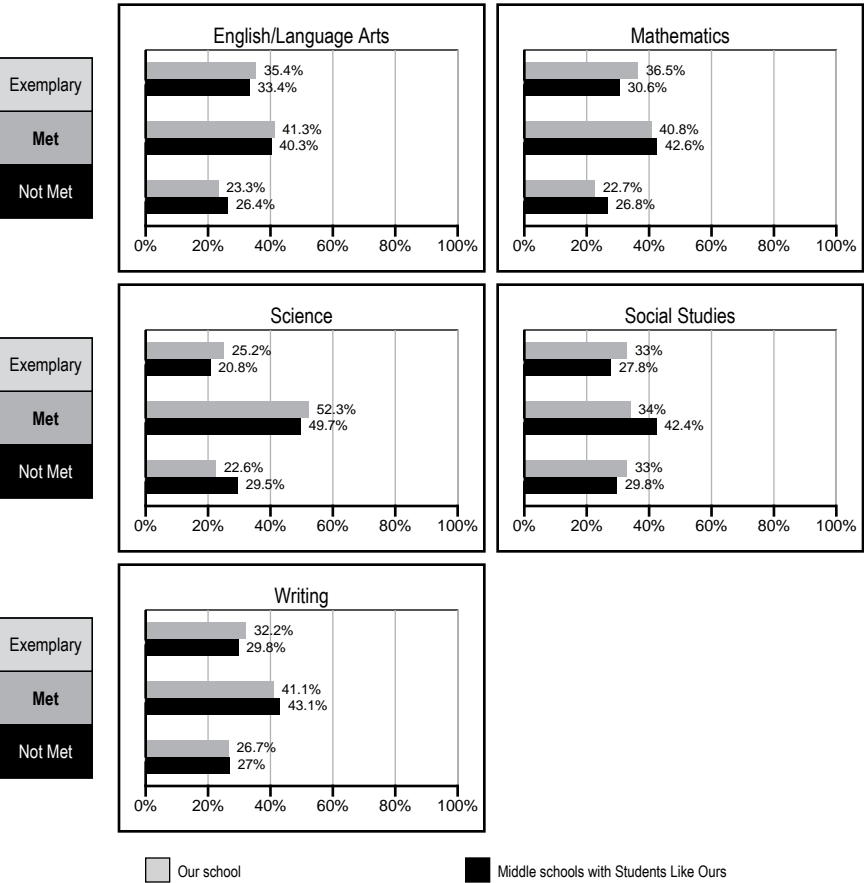
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 98.1%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	10	37	1	0

\* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



\* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	98.4%	97.1%
English 1	100.0%	94.1%
Physical Science	N/A	83.1%
US History and the Constitution	N/A	N/A
All Subjects	99.0%	96.6%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=441)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	72.6%	Up from 54.0%	22.2%	21.6%
Retention rate	0.2%	Down from 0.5%	1.1%	1.2%
Attendance rate	96.5%	Up from 96.4%	95.9%	95.9%
Eligible for gifted and talented	20.6%	Up from 18.7%	18.2%	14.8%
With disabilities other than speech	15.3%	Up from 14.0%	12.4%	12.6%
Older than usual for grade	1.4%	Down from 2.7%	2.0%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.5%	Down from 1.4%	0.8%	0.6%
Annual dropout rate	0.2%	No Change	0.0%	0.0%
<b>Teachers (n=35)</b>				
Teachers with advanced degrees	60.0%	Up from 54.3%	56.4%	56.9%
Continuing contract teachers	85.7%	Up from 74.3%	76.9%	72.7%
Teachers with emergency or provisional certificates	0.0%	Down from 3.8%	4.9%	5.3%
Teachers returning from previous year	84.6%	Up from 82.6%	85.4%	82.9%
Teacher attendance rate	94.3%	Down from 96.0%	95.2%	95.2%
Average teacher salary*	\$45,004	Up 3.0%	\$47,207	\$46,599
Professional development days/teacher	5.0 days	Down from 6.0 days	11.1 days	10.8 days
<b>School</b>				
Principal's years at school	6.0	Up from 5.0	4.0	3.0
Student-teacher ratio in core subjects	21.1 to 1	Down from 21.4 to 1	21.9 to 1	20.1 to 1
Prime instructional time	90.6%	Down from 92.3%	89.9%	89.9%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	96.3%	Up from 53.6%	98.6%	97.8%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil**	\$8,717	Up 28.9%	\$7,237	\$7,645
Percent of expenditures for instruction**	64.2%	Up from 59.1%	63.1%	63.4%
Percent of expenditures for teacher salaries**	58.0%	Up from 48.4%	57.1%	57.0%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

The 2008-09 school year continued the course for moving learning from Good to Great! The Riverside Middle School family collectively pushed for innovative programs that provided world-class experiences in and out of the classroom. In the midst of the football, basketball, and baseball teams posting outstanding seasons, our number one goal of student learning was achieved. Take note of a few of our successes.

New to Riverside this year: Credit Recovery. This program gave students an extra push towards learning success. Teachers gave up part of their planning period to help tutor and re-teach material covered in ELA and math classes. By the end of the school year, all students earned passing grades in their ELA and math classes.

Our nine week Block Parties, developed by our student council, helped give students that extra push towards learning success. Nine weeks incentives were set by our students and the awards were based on discipline and academics. DJs playing music, grade level athletic competitions, inflatables, video games, allowing students to use cell phones, and much more motivated our students for success. Our outstanding and highly involved PTO provided many of the incentives. Additionally, our PTO was very active throughout the year providing supplies, materials, supervision, faculty treats and RMS t-shirts for every student and staff member.

Discipline problems were almost non-existent as incidents continue to decrease each year. With only a few suspensions for the entire year and extremely low ISS (In-School Suspension) numbers, we were able to keep students in the classroom. Positive behavior was also observed on every school trip and parent surveys revealed that parents believed their children were safe at school. Finally, our partnership with Fuddruckers continued and more students were able to attend monthly luncheons for demonstrating good character traits. It's these kinds of successes that allowed us to focus on student learning.

Moving learning from good to great continues to be our vision. It requires connecting with each student on a social, academic and emotional level. It requires world-class efforts; efforts that we are committed to continuing into the future.

Dr. Kevin Black/ Principal and Mrs. Rose Kratzer/ SIC Chairman

Evaluations by Teachers, Students and Parents			
	Teachers	Students*	Parents*
Number of surveys returned	31	216	84
Percent satisfied with learning environment	100.0%	86.1%	83.3%
Percent satisfied with social and physical environment	100.0%	90.2%	74.7%
Percent satisfied with school-home relations	96.7%	82.2%	74.7%

\* Only students at the highest middle school grade level and their parents were included.

School Adequate Yearly Progress

NO

This school met 20 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance			
	Our District		State
Classes in low poverty schools not taught by highly qualified teachers	0.0%		1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A		5.8%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.5%	94.0%*	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	443	100	26.5	41.7	31.8	82	89.1	82.8	Yes	Yes
<b>Gender</b>										
Male	248	100	29.7	41.5	28.8	79.7	87.9	79.3	N/A	N/A
Female	195	100	22.6	41.9	35.5	84.9	90.6	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	343	100	23	42.3	34.7	85	91.5	89.5	Yes	Yes
African American	83	100	40.5	39.2	20.3	69.6	80.6	73.7	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	82.4	92.3	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	82.6	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	66	100	69.2	23.1	7.7	46.2	68.5	52	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	50	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	208	100	34.5	44.3	21.1	75.3	85.4	75.5	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	443	99.8	26.1	44.4	29.5	84.3	86.2	78.9	Yes	Yes
<b>Gender</b>										
Male	248	99.6	23.8	44.3	31.9	86.8	85.9	77	N/A	N/A
Female	195	100	29	44.6	26.3	81.2	86.6	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	343	99.7	25.2	41.2	33.5	85.8	89.4	87.2	Yes	Yes
African American	83	100	29.1	59.5	11.4	81	75.6	66.7	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	76.5	93	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	69.6	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	66	100	60	32.3	7.7	58.5	64.4	45.5	Yes	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	41.7	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	208	99.5	37.3	45.6	17.1	78.8	81.7	70.2	Yes	Yes

\* Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	329	99.7	22.2	52.1	25.7	77.8	76.8	67.5
<b>Gender</b>								
Male	181	99.5	21.2	50.6	28.2	78.8	79.2	67
Female	148	100	23.4	53.9	22.7	76.6	74.1	68
<b>Racial/Ethnic Group</b>								
White	260	99.6	19.2	52.2	28.6	80.8	82.3	79.5
African American	57	100	38.9	48.1	13	61.1	53.5	50.3
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	84.3
Hispanic	9	I/S	I/S	I/S	I/S	I/S	70	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	71.2
<b>Disability Status</b>								
Disabled	54	100	52.8	39.6	7.5	47.2	51.9	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
<b>English Proficiency</b>								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	59.6
<b>Socio-Economic Status</b>								
Subsided meals	150	99.3	32.8	49.6	17.5	67.2	68.8	55.1

**Social Studies**

All Students	327	99.7	32.8	34.1	33.1	67.2	77.6	72.3
<b>Gender</b>								
Male	192	99.5	30.2	34.1	35.7	69.8	77.3	71.5
Female	135	100	36.4	34.1	29.5	63.6	78	73.2
<b>Racial/Ethnic Group</b>								
White	253	99.6	28	36.4	35.6	72	82.2	80.7
African American	60	100	50	27.6	22.4	50	61	60
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	58.3	88.5
Hispanic	8	I/S	I/S	I/S	I/S	I/S	69.2	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	72.2
<b>Disability Status</b>								
Disabled	47	100	74.5	19.1	6.4	25.5	54.6	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
<b>English Proficiency</b>								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	67.9
<b>Socio-Economic Status</b>								
Subsided meals	156	99.4	43.2	34.9	21.9	56.8	70.9	62.1

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	439	100	26.7	41.1	32.2	73.3	78.2	70.2	96.5	96.5
Gender										
Male	245	100	32.6	40.3	27.1	67.4	73.1	63.2	96.3	96.4
Female	194	100	19.3	42.2	38.5	80.7	84	77.5	96.7	96.6
Racial/Ethnic Group										
White	340	100	23.6	42.9	33.4	76.4	81.3	79.1	96.1	96.3
African American	81	100	36.7	39.2	24.1	63.3	67.6	57.6	97.7	97.3
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	77.8	86.2	99.4	98
Hispanic	11	100	36.4	18.2	45.5	63.6	60	62.6	97.1	96.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.7	N/A	N/A
Disability Status										
Disabled	67	100	74.2	22.7	3	25.8	35.7	26.1	96	95.8
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	33.3	61.2	98.4	97.6
Socio-Economic Status										
Subsidized meals	201	100	39.3	39.3	21.5	60.7	70.1	58.9	95.7	95.9

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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English/Language Arts

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	213	100	26.7	40.1	33.2	73.3
	8	230	100	26.4	43.2	30.5	73.6

Mathematics

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	213	99.5	25.9	43.8	30.3	74.1
	8	230	100	26.4	45	28.6	73.6

Science

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	213	99.5	20.9	56.2	22.9	79.1
	8	116	100	24.5	44.5	30.9	75.5

Social Studies

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	213	99.5	37.3	31.8	30.8	62.7
	8	114	100	24.5	38.2	37.3	75.5

Writing

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	211	100	24.6	40.9	34.5	75.4
	8	228	100	28.6	41.4	30	71.4

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample